



**Newton British Academy  
Barwa City**

**Global Citizenship Policy**

**Policy Date:** June 2021 – June 2024

**Review Date:** June 2022

*“An international community of learners striving for  
excellence and celebrating success”*



## Introduction

**‘Education for Global Citizenship enables pupils to develop the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfil their potential.’ (Oxfam)**

At N.B.A we are committed to making our students responsible, civic citizens who will make a positive contribution to the society that they live within. We promote Global Citizenship through our vision and mission statement, our curriculum, school events and school trips. We promote Global Citizenship through our Duke of Edinburgh program, charity days, participation in inter school events such as MUN and sporting events. The school has integrated themed weeks and days to celebrate and promote many international and local events such as Nelson Mandela Day and Mahatma Gandhi Day, World Wildlife Day, International Day of Charity, Recycling Day and Global Citizenship Week.

Arabic and the Qatari culture is valued and celebrated through events like Qatar National Day and through our school curriculum. Through the delivery of the Arabic Language, Qatar History, Islamic and Quran studies our student body understands and have great appreciation for the society that they live within here in Qatar. At the school we celebrate our diversity and embrace the international influences that our cohort of students from over 70 nations bring to our international family.

We equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalised society and economy, and to secure a more just, secure and sustainable world than the one they have inherited.

**"I am a citizen, not of Athens or Greece, but of the world"**

**Socrates**

### **Aims:**

- To promote Global Citizenship through our school Mission, Vision and Values
- To integrate Global Citizenship into teaching, learning and events across the school
- To make students aware of the wider world and have a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works
- Participates in the community at a range of levels, from local to global

- Works with others to make the world a more equitable and sustainable place
- Take responsibility for their actions

## **Roles & Responsibilities of Senior Leaders, Middle Management and Class Teachers:**

### **Learning, thinking and acting:**

The school believes that young people’s learning, thinking and actions – both now and in their adult lives – are integral to the achievement of that more just, secure and sustainable global future.

Therefore, alongside a rigorous development of global understanding and multiple perspectives, an education for global citizenship should also include opportunities for young people to develop their skills as agents of change and to reflect critically on this role.

### **Essential education:**

Around the world there is a growing recognition of the fundamental importance of educating for global citizenship because:

- All learners need a safe space in which to explore complex and controversial global issues they encounter through the media and their own experiences, and school can provide this. Even very young children are already trying to make sense of a world marked by division, conflict, environmental change, inequality and poverty.
- It has a critical role to play in equipping a generation with the vision and means to rise to complex challenges that transcend national borders.
- We live in an increasingly globalised and interconnected world in which the global is part of our everyday lives, and analysis of seemingly local issues benefits from global perspectives.
- Research (for example, by Think Global) and our own work in schools have shown the demand from learners.

### **Excellent education:**

Teachers and school leaders have recognised that global citizenship education can develop and enhance values and skills they see as integral to their educational aims and school ethos. In short, they see it as synonymous with their understanding of excellent education and integral to a broad and balanced curriculum.

Education for global citizenship can support a wide range of school-improvement priorities and educational outcomes. That is because it involves a wealth of real-life contexts for learning, which can inspire learners and raise their motivation and attainment. It also emphasises developing skills in critical and creative thinking, reasoning and communication.

**The wide range of participatory teaching and learning methodologies supports learners' acquisition of such skills as well as their understanding of the global context of their lives as outlined as follows:**

✓ asking questions and critical thinking	× telling people what to think and do
✓ exploring local-global connections and our views, values and assumptions	× only about far away places and peoples
✓ exploring the complexity of global issues and engaging with multiple perspectives	× providing simple solutions to complex issues
✓ exploring issues of social justice locally and globally	× focused on charitable fundraising
✓ applying learning to real-world issues and contexts	× abstract learning devoid of real-life application and outcomes
✓ opportunities for learners to take informed, reflective action and have their voices heard	× tokenistic inclusion of learners in decision-making
✓ all ages	× too difficult for young children to understand
✓ all areas of the curriculum	× an extra subject
✓ enrichment of everyday teaching and learning	× just a focus for a particular day or week
✓ the whole school environment	× limited to the classroom

**At NBA we believe we promote Global Citizenship through the development of the following criteria:**

<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Values and attitudes</b>
Social justice and equity	Critical and creative thinking	Sense of identity and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

**Global Citizenship across the curriculum**

Global citizenship enriches all areas of the school curriculum, and each subject has an important contribution to make.

- **Art and Design**
  - explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art
  - recognise different perspectives, ideas, beliefs and values
  - provide opportunities to learn about, and from, different cultures through handling images and artefacts
- **Citizenship**
  - engage with issues of social justice, human rights, community cohesion and global interdependence
  - explore issues of diversity, identity and belonging

- learn about power and governance, and analyse the causes and consequences of unequal power relations

- **Design and Technology (including food)**

- explore the impacts of design and technology on the world and on quality of life
- address sustainability issues in product design
- consider social, environmental and economic contexts of products, and sustainable technology
- analyse ethical and sustainability issues in food systems, and social, economic, environmental and political factors affecting nutrition

- **English and Media Studies**

- develop empathy, communication skills and the ability to argue effectively, considering insights into issues common to the personal and global spheres, such as prejudice and conflict
- provide opportunities to use exploration of global issues as real-life contexts for developing core skills (for example, persuasive writing and spoken language)
- develop media critical literacy, and explore representation of peoples and places and the hegemony of English language and 'western' ways of seeing the world
- explore values, beliefs and experiences of different groups of people, and other ways of seeing and knowing, drawing on texts and thinking from a range of cultures and traditions

- **Geography**

- question, investigate and critically engage with issues affecting people's lives throughout the world
- develop understanding of global interconnectedness and interdependence, and of sustainable development
- provide engaging real-world issues and data to support core geographical skills
- address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions

- **History**

- explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history
- consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways

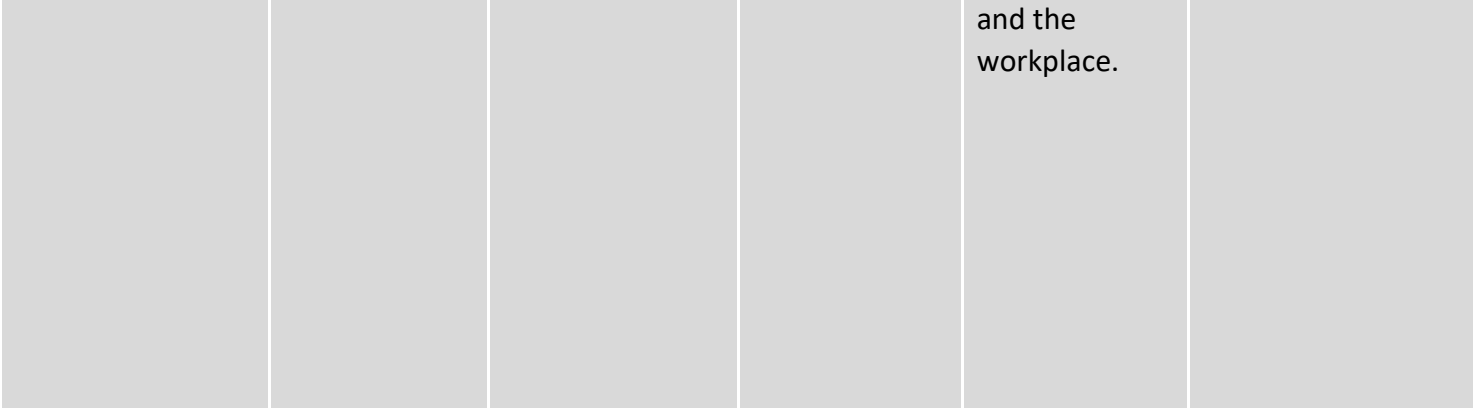
- consider significance of individual and collective action and questions of civic and social responsibility
- explore themes such as inequality, prejudice, conflict and oppression and relating historical examples to contemporary events and experiences

- **Computing and ICT**

- develop computational thinking, applications and creativity to understand and solve real-world problems
- use real-world data on global issues for data logging, data handling, data modelling and control
- consider impacts of ICT on individuals, communities and society, including the social, economic and ethical implications of access to and use of ICT (for example, impacts on globalisation, poverty, inequality, democracy, diversity and conflict)
- develop critical thinking and online media literacy

**A whole-school approach to global citizenship linked to our Mission, Vision and Values:**

<b>School ethos</b>	<b>The curriculum</b>	<b>Participation</b>	<b>Staff development</b>	<b>Transition</b>	<b>Community engagement</b>
Ensure that global citizenship is reflected in your school vision, ethos and development plan, with learners playing a key role in decision-making.	Promote global citizenship across the curriculum, with activities delivered across a range of subjects and key stages.	Enable learners to participate in or lead on global citizenship projects through curricular or extra-curricular activities – for example, peer or cross-phase learning.	Develop staff understanding of global citizenship and participatory and critical approaches, and planning time to co-ordinate projects.	Use global citizenship to support primary to secondary transition and explore the place of global citizenship values and skills in further and higher education	Develop ways to engage your local community using global citizenship, and invite community members to related events.



and the  
workplace.

**Through our Global Citizenship program we intend that our students become well rounded civic citizens of the modern world**

**“We must all live together as brothers or perish alone as fools.”**

**Martin Luther King**



